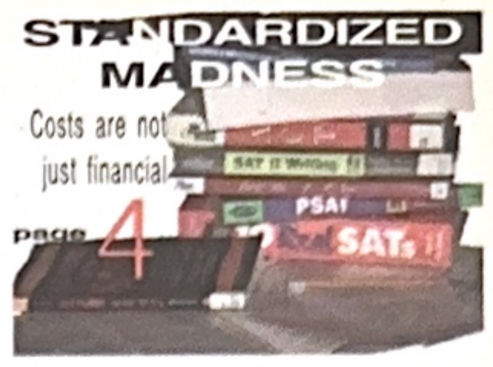
The Shakerite

COLD CALL ON THE ICE

Discounted third period goal costs Raiders

page 8

STANDARDIZED MADNESS



Costs are not just financial

page 4

December 18, 2003 · Volume 74 · Issue 4 · Shaker Heights High School · 15911 Aldersyde Drive · Shaker Heights, Ohio 44120

Heights, Shaker fans battle after game

· Party conflict resurfaces in parking lot; no Shaker students hurt

By Emily Grannis and Will Wemer
NEWS EDITOR AND EDITOR IN CHIEF

A conflict that originated at a Shaker student's weekend party resurfaced after the Dec. 10 women's basketball game between Cleveland Heights and Shaker, prompting a 911 call and the arrival of police and EMS units to the North Gym parking lot.

According to witnesses, the fight began on Onaway Road and moved to the North Gym parking lot. A Shaker student allegedly jumped onto a car belonging to a Heights student and smashed the windshield. In an attempt to leave the scene, the Heights student accelerated the car, narrowly missing a group of Shaker students. Security guards pulled students out of the way of the car. Head of Security Victor Ferrell said no Shaker students or security personnel were injured.

A rescue squad was called to the North Gym; however, according to the Shaker Heights fire department, ambulances did not transport anyone to the hospital.

According to Director of Communications Peggy Caldwell, the administration at Cleveland Heights High School has been working with Shaker to investigate the incident. Caldwell said Heights has been very cooperative in the process.

"This was serious. Young people and adults need to learn other means of dealing with disputes. This was not acceptable behavior," Caldwell said.

Junior Marcus Miller said he hosted the party at a friend's house on Saturday night and that about 15 Cleveland Heights students arrived at the party uninvited. Miller said that only one Heights student caused problems.

"I think he was drunk," Miller said. "He was goin crazy, jumpin' around. Then he ran into the wrong person."

SEE BASKETBALL, PAGE 2

> "Young people and adults need to learn other means of dealing with disputes."
>
> Peggy Caldwell
> Director of Communications

Skirting the issue

Jon Stange • THE SHAKERITE

SENIOR ANDREA JEFFRIES and junior Frank Taylor rehearse a Cuban Salsa titled "Pintame" for the Modern Dance Club's holiday show. Jeffries has been dancing for the club three years and Thomas for two. "I just love dancing," Jeffries said. "I've always danced my whole life." Thomas shares the love. "There's nothing else I want to do. It's my passion." The dance show took place Dec. 12 in the Large Auditorium.

Now what's stopping you? City to retire 10 signals

· Shaker hopes to keep drivers' daily commute moving

By Betty Elee
NEWS EDITOR

When you're chilling in your car at the corner of Lee and Fernway Roads, ever notice that the man to your right is picking his nose? Or that the woman to your left is playing some seriously loud Celine Dion? Thanks to the pending removal of 10 Shaker traffic lights, you'll have fewer chances to be grossed out or go deaf.

The Ohio Department of Transportation will begin removing, renovating and replacing the signals in the summer of 2004.

Marilyn Roberson, assistant planning director for Shaker Heights, feels traffic light renovation is a necessary, regulatory process for monitoring pollution emissions stemming from long waits at traffic lights. Funded with $7 million of ODOT money, Shaker's light project began 10 years ago and will also include upgrading of all remaining Shaker traffic lights.

The lights slated for removal include those at the intersections of Lee and Hampstead roads, Lee Road and city hall, Lee Road and the police station, Lee and Fernway roads, Chagrin Boulevard and Menlo Road, Chagrin and Ludgate Road, Chagrin and Lynnfield Road, South Park Boulevard and Coventry Road, Shaker Boulevard and RTA Drive, and Green and Shelburne roads.

Technical Services Manager Martin Reese will be the city's liaison with ODOT for the project. The 10 lights are in locations where traffic isn't heavy enough to warrant a signal. Reese doesn't believe traffic or speeding will increase as a result.

"There are two things to look at: car traffic and pedestrian traffic," Reese said. "There are some seriously old lights, ones that should be in a museum."

Reese thinks the city needs this project, which will keep traffic flowing by improving signal timing and eliminating extended engine idling.

"Everyone should be very pleased once the project is up and running," he said.

SEE TRAFFIC, PAGE 2

Lights nixed

- Lee and Fernway
- Lee Road and City Hall
- Lee Road and the Police Station
- Lee and Hampstead
- Chagrin and Menlo
- Chagrin and Ludgate
- Chagrin and Lynnfield
- Shaker and RTA Drive
- Green and Shelburne

> "There are some seriously old lights, ones that should be in a museum."
>
> Martin Reese
> Technical Services Manager

The art of college admissions

· Students who must audition or create portfolios face added stress

Hilry Hazelwood • THE SHAKERITE

SENIOR JOSH KAPLAN works on a piece in AP Art Portfolio. Seniors interested in studying the arts in college have the added pressure of compiling a portfolio or preparing an audition piece along with the traditional application.

By Alex Buder Shapiro
ARTS EDITOR

"It may be hard, but take a long, objective look at yourself in a mirror and assess what you see. If you need to lose weight or gain muscle, begin as soon as possible — but do it safely, please. Visit the dentist, invest in a new hairstyle, pamper your complexion, learn the fundamentals of make-up, get in shape, start working out, jogging or exercising your mind. Take a dance class, a yoga class or just get some sleep. Eat well and pass on the double Whoppers with cheese."

Students who are used to associating college applications with extracurricular activity charts and personal essays might be surprised to find out that the advice above comes from the admissions material from the University of Cincinnati College Conservatory of Music.

The passage referred to the preparation expected of a musical theater applicant prior to the audition.

This may not seem applicable to some, but to Laura Mizer, applying to college is all about the audition.

"First you apply to the college, then you get accepted, then you

SEE COLLEGE, PAGE 7

On the Net

Are you planning on travelling over winter break?

51% yes no 49%

If yes, by what mode?

58% plane

42% car

Do you feel that it is safe to travel this year?

85% yes no 15%

Scientific poll of 77 students with a margin of error +/- 11 percent. Shakerite staff telephoned students.

December 1987
Then-Assistant Principal Isaac Smith told The Shakerite that Saturday school was ineffective and that the threat of pain might be better. "We're not allowed to punish physically anymore -- that's why these kids keep on coming back for more mental punishment. One paddle in the office and there wouldn't be any kids in Saturday school," Smith said.

Today
Now retired, Smith, whom secretary Marilyn Lindbloom described as "a very jovial man, a good disciplinarian [and] a caring man," stands by his 1987 opinion on punishment. Smith said that although he doesn't know what it is that students today fear, he feels the threat of pain and/or humiliation would decrease the disciplinary problems in schools.

the News Desk

PTO raises funds for playground

The Landscape and Outdoor Learning Area Committee of the Woodbury Parent Teacher Organization is trying to raise money for two outdoor playground/fitness centers at Woodbury.
Gina Henderson, co-chairwoman of LOLA, said the idea has been considered since Woodbury became a fifth- and sixth-grade building.
"It's kinda been a concept ever since Woodbury became an elementary school," Henderson said.
The committee is calling it a fitness center so physical education classes can use it. They hope the centers will make students more active and fight the problem of childhood obesity, which is most prevalent in 11- and 12-year-olds.
The plans for the play areas have been approved by the city and the school district.
There would be a play area on each side of the building so they can handle around 100 people total playing at a time. The project will cost an estimated $130,000.
Henderson started LOLA because Woodbury students complained of boredom at recess. "I think when the kids come from fourth grade and they go out on the playground for the first time, it's a shock," she said.
The PTO has applied for several grants and is selling engraved pavers to raise money. The engraved stones start at $250. For more information on the project or buying a paver, email LOLA at rafoxhend@earthlink.net.

Emily Grannis

City to remove 10 lights by summer

FROM TRAFFIC PAGE 1

Windella Williford, Shaker Heights School District's transportation supervisor, noted that there would be no change in school bus routes. But she feels certain intersections will be more difficult to cross.

"The problem we will have will be having the bus cross on Fernway across Lee Road because the light gives us more accessibility to crossing Lee Road on Fernway," Williford said. "We don't cross kids across Green Road. We go to the other side of the street and drop them off."

Regardless, junior Marcus Neal, who lives on Menlo Road, is adamant about keeping the Chagrin Boulevard and Menlo Road traffic light. He feels the kids at the corner bus stop will be at risk if the light is replaced by stop signs.

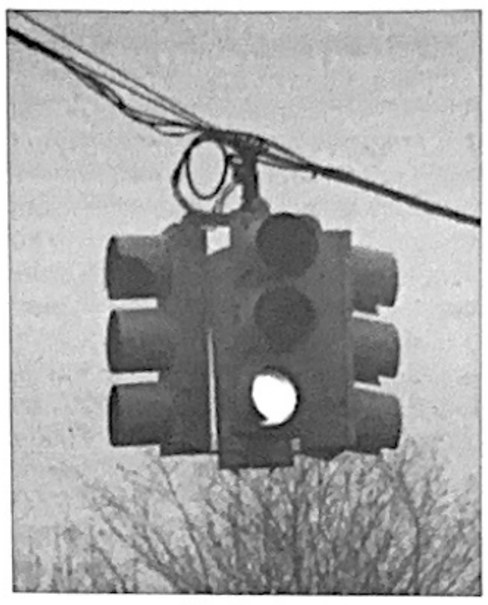
"I think it's bad idea," Neal said. "It's a residential street, so people will find it difficult to get out. Serious accidents can happen."

Shirley Gray, who drives school bus 55 to St. Dominic School and Woodbury school, was not aware of the changes. Gray feels that all of the traffic lights should stay unless the change was absolutely necessary.

"Shelburne and Green, that one ought to stay. Fernway and Lee, because all those high school kids are over there," Gray said. "Lynnfield and Chagrin, the traffic flow is heavy there - they use the stoplight."

According to Roberson, the city's assistant planning director, ODOT has its own criteria and Shaker must pay for the work on any light that doesn't meet ODOT standards.

The four signals Shaker currently plans to pay to hold onto include South Woodland Road and Belvoir Boulevard, Lee Road and the Shaker Main Library, Chagrin Boulevard and Chelton Road and Chagrin and Shaker Town Center.



Hilry Hazelwood • THE SHAKERITE

THE FERNWAY AND Lee light works weekdays, but blinks on the weekend. This light will be removed next summer. Shaker schools bus driver Shirley Gray thinks the light should stay because of heavy student traffic in the area.

The total cost for extracting, implementing and renovating those signals is $260,000.

Residents in some neighborhoods near the intersections are concerned. The 200-member Sussex Association feels the city should retain certain lights. Dick Crews, president of the organization, shares his neighbors' strong sentiments.

"For safety reasons, we feel [Lynnfield and Chagrin's streetlight] shouldn't be removed," Crews said. "Isn't the safety of our citizens worth a couple of bucks?"

The association wrote a letter to Mayor Judy Rawson expressing its concern about the traffic-filled crossing.

The letter states, "For the safety of our residents, we are asking Shaker Heights to pay the state of Ohio the penalty, which you have done for three other intersections, to retain the traffic light at Lynnfield and Chagrin Boulevard."

According to Mary Murphy, assistant chief administrative officer for the city, Shaker may not be able to continue funding even these lights. ODOT's criteria and the amount of traffic the light is responsible for determines removal prices. Shaker's light design makes the project more costly.

"The city may feel [certain lights] should be kept, but the city may not be in a position to maintain them financially," Murphy said.

Kelsey Cohen-Roth, who lives on Green Road, feels that stop signs wouldn't be as effective as lights but is open to a change at the Green and Shelburne intersection.

"If it's a four-way [stop sign] I'd go for it," Cohen-Roth said. "If it's a two-way, it'll be difficult for Shelburne."

Party triggers fight

· Police, EMS dispatched to conflict after basketball game

FROM BASKETBALL PAGE 1

Miller added that in addition to the students' collision, another Heights student shoved a Shaker student's mother who was present at the scene. Miller said that although one Heights student suffered a broken nose at the party, he didn't think the fight after the basketball game carried over from his party.

> "I know that they will fight again. I think that it's going to be even worse."
>
> Amani Floyd
> senior

Players observed the crowd's mounting tension throughout the game. One basketball team member, who wished to remain anonymous, said, "All during the game people were getting rowdy, especially on our side. But when Heights took the lead, [the fans] went crazy."

At the game, Miller saw Heights and Shaker students who had attended his party talking and when they went outside after the game, "[the fight] just started," he said.

Senior Amani Floyd witnessed the challenge from the stands. She watched the fight from her Onaway Road home.

"I knew they were going to fight," Floyd said. "Everybody involved was being stupid."

The men's basketball game between Shaker and Heights is scheduled for Jan. 24. Floyd is certain that this incident will precipitate conflict in January. "I know that they will fight again. I think that it's going to be even worse. If there are spectators, there is going to be a fight no matter what, and it's going to be worse than it was here. People are going to come to fight," Floyd said. The athletic department is considering moving Heights-Shaker games to the afteroon instead of evening.

Administration to replace Large Aud pay phones

By Lauren Weiss
COPY EDITOR

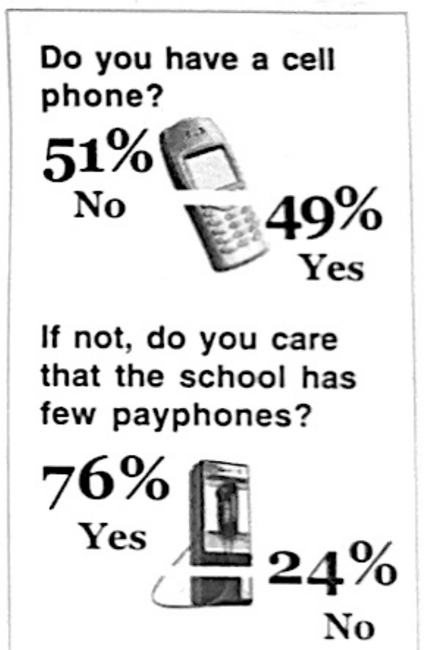
Sophomore Tierra Morrison used to call her mother to check in every day after school until the administration had the pay phones in the stairwell by the Large Auditorium removed in early October.

"The phones were a magnet. People would congregate by the pay phones and disrupt the theater classes," Principal Michael Griffith said.

Morrison said that students used the phones to reach their parents, especially to arrange after-school rides.

"If there's a problem, they need to be able to notify their parents. The office says kids can't use the phones in there," Morrison said. "There are more kids who need to use the phone than there are students who are disruptive."

Few students have made formal complaints, Griffith said, and only three or four parents have called with concerns. However, Joyce Morrison, Tierra's mother, feels the school has an obligation to provide students with a way to contact their parents. She has considered getting her daughter a cell phone because the pay phones are gone.



Scientific poll of 77 students with a margin of error +/- 11 percent. Shakerite staff telephoned students.

"I feel more safe knowing she's around people she knows in school rather than out in the street looking for a phone," she said. "Who knows who could be watching?"

Principal Michael Griffith said that students can use the phones in the main office and in Room 110 to call for rides or if there is an emergency. He estimates each assistant principal gets four to five student requests to use the phone each day.

Griffith recognized that students need a phone, especially after school when Room 110 and the office are closed. He hopes to have a pay phone reinstalled by the end of the semester, either near Room 110 or back in the original location. Griffith said that after the pay phones were removed, people stopped hanging out in the stairwell. The administration will put some mechanism in place in order to discourage students from coming back to the area once a phone is installed, but Griffith said brainstorming is still in progress.

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SHTA
Professionals Dedicated to Educating Shaker's Youth

Members in the U.S. Congress: 535
Members of Congress voting for military action in Iraq: 373
Members of Congress who served in the military: 36
Members of Congress who saw combat: 9
www.congress.gov, the Southwest Research Institute

To close gap, start earlier

Conclusion of a two-part series

Out of all the African-American males who enter this high school, 55 percent do not graduate. Meanwhile, Shaker has the highest number of National Merit semi-finalists of any public school system in Ohio. Somewhere, somehow, something has gone wrong in our school system.

One day I interviewed a beaming school board candidate who was touting "African-American enrollment in AP classes has tripled!" While increased minority participation in advanced classes is noteworthy, reliance upon this statistic as evidence of progress in closing the achievement gap falls short of addressing the issue. The achievement gap has persisted for more than two decades, threatening to shatter the fragile ideals of the Shaker Heights School District that are floating somewhere between obscurity and exaggeration. Without accepting the shortcomings of our system and considering new strategies, this gap will devour the district.

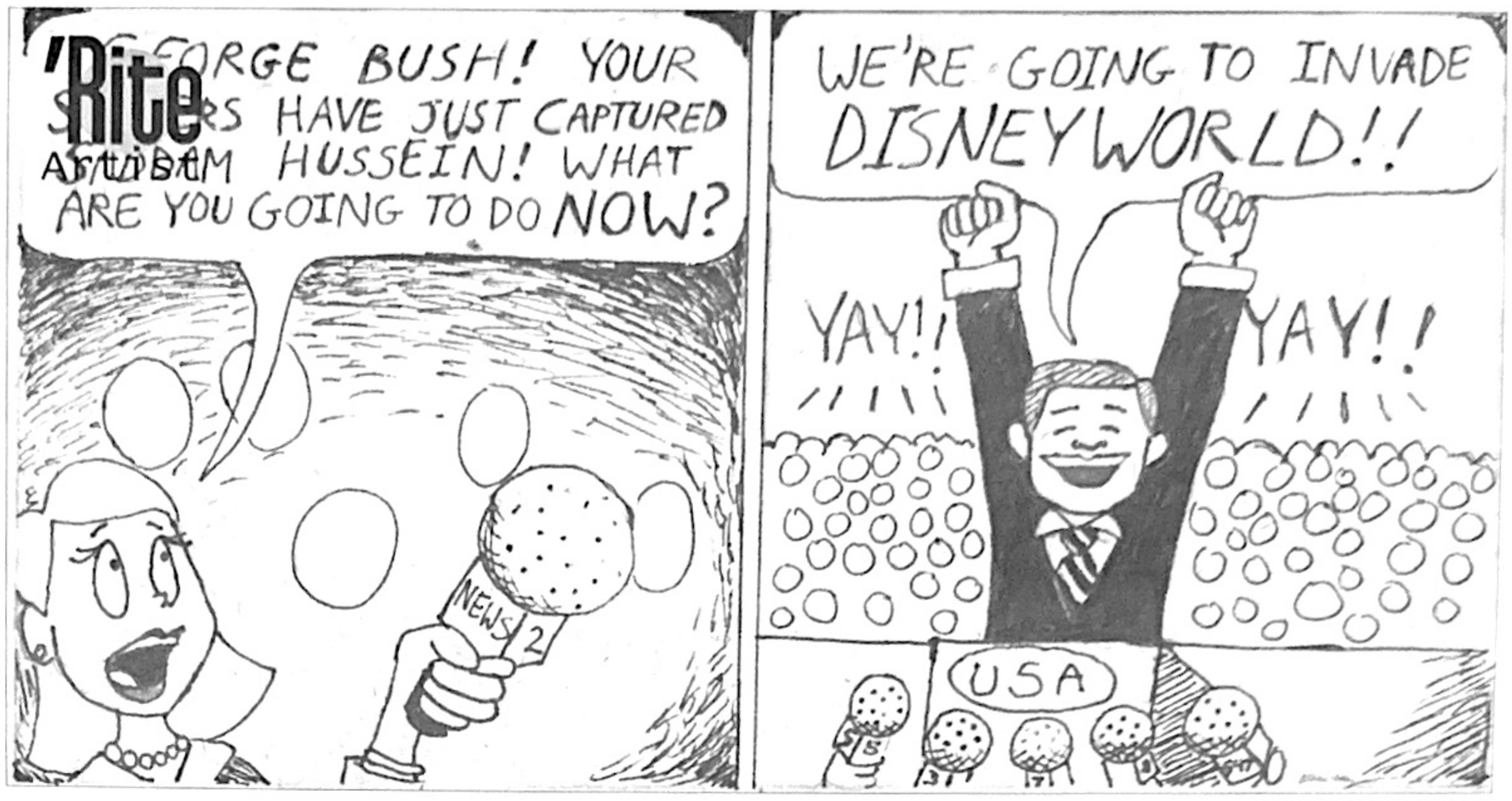
KYAN SAFAVI
OPINION EDITOR

One month ago, I talked with Principal Michael Griffith, whose distinctive sense of open-mindedness, honest confidence and candor revitalized my faith in this district. I could tell Griffith was truly concerned about the direction of this school system - about the restoration of real multicultural experiences, about the tragic divide between the quality of AP and CP education.

From the elementary schools to the high school, an effort that goes beyond AP tallying is underway to attack the achievement gap early in students' academic careers. This involvement is a key that could make a major difference. For example, the Minority Achievement Committee is expanding to Shaker's elementary schools. With time, increased enrollment in this program could affect attitudes toward education at a younger age, tackling the achievement gap rather than having to make up lost ground once students reach high school. Young students could become motivated, rather than developing the apathy that results when "gifted" students are pulled out of the classroom, leaving others behind. Other efforts, such as the middle school's Algebra Academy, where students catch up to their peers by attending summer- and after-school math classes, are also proactive.

For now, Griffith believes having more classes with both CP and honors students can help. Through these combined classes, students can learn from each other, which is an important dynamic in the effort to elevate achievement. Also, those students who are less motivated to work to their full potential may be more inclined to do so. Although eliminating all class leveling is not possible, we can get closer to equality. In a system where every student at every level is being challenged and motivated, there is equity. Restoring integration and multiculturalism in the classroom may very well follow in that atmosphere.

But this process of healing is slow and often frustrating. It will take almost seven years for just one cycle of kids who have been exposed to these new programs to make it to the high school. The change will be gradual. We must not lose our resolve.



Allison Vitkus • THE SHAKERITE

Cheating need not be price of success

On Nov. 19 The New York Times ran an article called "Exposing the Cheat Sheet, With the Students' Aid." The article discussed Staples High School, in Westport, Conn., and its new campaign to reduce cheating in what the Times called "a bastion of affluence, academic achievement and unrelenting pressure."

Last year the school's student newspaper promoted the campaign against cheating by running an essay decrying it as "part of the routine." The campaign was met with support from relieved students who hope to eliminate the "epidemic cheating" that is a result of the "unreasonable expectations" of their parents and community.

The frenzied attitude at Staples prevails in most upper level classes at Shaker. Many Shaker students would agree with the Staples student who said, "getting a B is like getting an F." The pressure is not just for grades. Students are compelled to participate in extracurricular activities on top of AP classes to ensure admission to the most prestigious colleges.

For many Shaker students, the unrelenting pressure to get the 4.5 does more harm than good. The letter grades often mean more to students than the lessons and integrity. This community treasures a history of academic excellence that is, without question, worth celebrating and perpetuating.

However, it comes with exceedingly high expectations imposed by parents, teachers and classmates. Cheating at Shaker must be addressed.

Discussion among these groups is a good place to start. Shaker must encourage and support students in their attempts to do their best while avoiding the college frenzy.

Last year the Gristmill published an honest article about cheating. Instead of examining their role in enhancing the temptation to cheat, parents who felt the article and others like it portrayed Shaker negatively complained to The Sun Press, which covered the negative reaction extensively.

Last June senior Shakerite editors voted against printing the traditional college list in the final Shakerite. They explained in an editorial that "printing names and schools simply encourages this community's college obsession." Again, members of the community complained, thereby justifying the editors' decision.

Cheating is wrong, no matter the explanation, and those who cheat should be punished. However, this community would do well to learn from the Staples example and strive to create a balance between high expectations and humane ones.

'Rite the Idea

The frenzied attitude at Staples is also prevalent at Shaker. Many AP students would agree with the Staples student who said, "Getting a B is like getting an F."

Gay rights/civil rights comparison offensive

Letter to the editor

To the editor:

I regret to yet again write a complaint letter to this newspaper. This past issue from October 30 disturbed some of my friends and I. It appeared to us that the issue had been partially devoted to promoting gay rights. While I had no real non-politically driven problem with the article itself, "For Your Future, Support Gay Rights" (since it was labeled opinion), without another article to present the opposing argument, it would appear that the Shakerite was pushing an agenda. Comparing gay rights to the civil rights movement offended me, because no one can choose to be black, but many believe (as it has not yet been proven that being gay is genetic) that you do choose to be gay. And also, name-dropping Strom Thurmond just because he is now associated with the Republican Party? What about Democrats who opposed black civil rights, such as Senator Robert Byrd (former KKK member) and Al Gore Sr., father of the former vice president (in fact, it was the Democratic Party that did not support the Civil Rights Movement they even filibustered a meeting in the Senate it was the Republican Party who urged desegregation). For fear of making this letter too long, I will not go into the centerpiece, but I will offer this possible solution: if you decide to do another issue similar to this, find people willing to offer the opposing view, from outside sources if you have to. If you cannot, then stay clear of this kind of issue as the main topic.

Eric Brakey, sophomore

We want *you* to write for opinion!

Take issue with The Shakerite? Write a letter to the editor. Letters must not exceed 200 words. Submit to room 231 or shakerite.com. Include your name and phone number.

Shakerite

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Readers may reach The Shakerite at 216.295.4246.

corrections and clarifications.
• In the Dec. 1 issue of The Shakerite, the results of a poll in the Pulse section were incorrect. The correct reults are: nine percent responded "being in a physical fight" and 91 percent responded "being in an emotional conflict with your friend."
The Shakerite regrets the errors.

MEETING THE STANDARD

Feeling THE PRESSURE

Money matters with the SAT

By Will Weimer
EDITOR IN CHIEF

The joys of being rich! A big house, nice clothes . . . and better SAT scores?

The SAT has been the target of criticism for possibly favoring wealthier test takers.

With the SAT reasoning test priced at $28.50, and SAT tutoring costing more than $2000, the influence of money on testing is becoming visible.

"The course was expensive; the test is expensive; it all costs money. So yes, the SAT is biased towards rich people," said junior Jenny Goldman, who recently took the SAT after finishing a Princeton Review test prep course.

The College Board, based in New Jersey, has made efforts to take students' financial status out of the testing. Students from less affluent households can apply for a *fee waiver and take the test for free.* Also, College Board recently removed their Score Choice program, which allowed students to cancel SAT II scores and retake the test.

According to the University of Maryland student newspaper, "Members [of College Board] have deemed Score Choice unfair because many students with financial constraints are unable to retake the test, putting them at a disadvantage to wealthier students."

Though the test itself has economic barriers, an even larger divide is caused by SAT preparation courses.

Princeton Review, which offers courses for, among others, SAT, ACT and SAT II subject tests, is one of the most popular courses among Shaker students. The company offers online courses, classroom sessions at a local Princeton Review office and private tutoring.

A classroom course providing 20 hours of review can cost as much as $999, and 20 hours with a private tutor starts at $1999. To put this in perspective, in-state tuition at Cleveland State University is $1872 a semester.

Senior Jory Carver did not take any review courses, and instead reviewed by taking old versions of the SAT available online. He sees the role money can play in testing."If I had the money, I would have taken [a course] too," Carver said.

As more and more money is invested in test prep, some colleges have tried to counter the so-called advantage gained by wealthier applicants. On Nov. 11, Sarah Lawrence College announced that this year's applicants would be the last group required to submit SAT scores. The college, located in New York, said the test conflicts with their writing-based curriculum, but also cited the availability of test prep to the wealthy as a factor.

"We have become increasingly concerned that as more affluent students avail themselves of costly test preparation, they are gaining an unfair advantage over others," Sarah Lawrence Dean of Admissions Thyra Briggs stated in a recent press release.

Junior Alex White, who received private tutoring from his neighbor, a teacher at University School, feels that Sarah Lawrence's action may be too extreme.

"Tutors and classes are expensive and they do help the people that use them succeed, [but] students can also study and learn without a tutor by taking old SAT tests," he said.

Scientific poll of 77 students with margin of error +/- 11 percent. Shakerite staff telephoned students.

WEIGHING THE COST

Here's what you could buy instead of paying for tests

When in India...

$16 SAT Registration + $17 International Processing Fee + $15 Security Surcharge for India and Pakistan = $48 1 lambswool cable crew sweater at The Gap

Don't Be Late

$26 ACT Registration Fee + $16 ACT Late Fee + $16 SAT Registration + $18 SAT Late Feee = $76 1 student acoustic guitar at Sam Ash

Checkin' Them Twice

$25 SAT Hand Scoring + $15 AP Rescore Service + $12 ACT Answer List = $52 2 1/3 pounds of beef tenderloin at Heinen's

The Early Bird...

$10 Early ACT registration by phone

+$26 ACT Registration

+$10 SAT Early Registration by phone

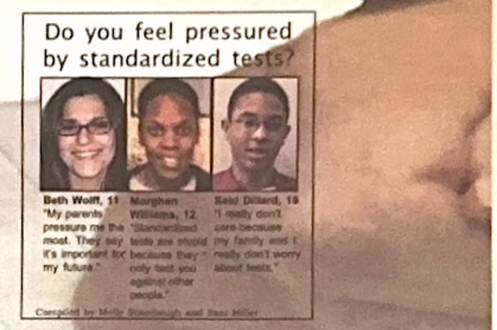
+$16 SAT Registration

=$62 1 woman's medieval costume at Mr. Fun

Compiled by Jason Plautz

Test	Name	Length	In A Nutshell	Cost
SAT I	Scholastic Aptitude Test	Three hours	Measures verbal and math reasoning skills	$28.50
OGT	Ohio Graduation Test	One test a day for five days	Tests in math, reading, writing, social studies, science	No cost
AP	Advanced Placement Tests	Various lengths	34 courses with 19 exams available	$80.00
ACT	American College Test	2 hours and 55 minutes	Tests in English, reading, math, science	$25.00

Compiled by Marguerite Moore
Information From www.collegeboard.com, www.act.org, http://www.pbs.princeton.k12.oh.us/Departments/SocialScience/1dugan/OGT.html


Do you feel pressured by standardized tests?
Beth Woolf, 11
"My parents pressure me the most. They say it's important for my future."
Morghan Williams, 12
"Standardized tests are stupid because they only test you against other people."
Reid Dillard, 10
"I really don't care because my family and I really don't worry about tests."
Compiled by Molly Stansbaugh and Sara Miller

SAT hits the big screen

"The SAT is hard to take. It's even harder to steal."

So goes the promotion for Paramount's "The Perfect Score," the first movie centered on standardized testing. In this film, six high school students feel pressure to perform well on the SAT for various reasons. The school's star basketball player (played by Cleveland Cavaliers star Darius Miles), for example, needs to score above a 900 in order to graduate. If he doesn't, he won't be able to play basketball in college. In desperation, the six decide to break into the Princeton Testing Center and steal the answers to the upcoming test, thus securing perfect scores for all. If you want to sit in a dark room and watch your standardized test dream come true, "The Perfect Score" will be released Jan. 16, 2004 and will be rated PG-13.

Compiled by Jason Plautz

Tests to change for sophomore class

By Meghan Thompson
STAFF REPORTER

The College Board, creators of the SAT, recently changed the test to include an essay section and more advanced math concepts. The new test will make its debut in 2005, making the class of 2006 the first to use it.

Despite the changes, the College Board states the test will still measure reasoning skills and students' ability to apply knowledge. According to the College Board, the changes were made so the test would be more similar to classroom work and stress the importance of writing.

"The new SAT will improve the alignment of the test with current curriculum and institutional practices in high school and college. By including a third measure of skills, writing, the new SAT will help colleges make better admissions and placement decisions. In that way, the new SAT will reinforce the importance of writing throughout a student's education," the College Board's website states.

While the old test comprised verbal and math sections, the new one added critical reading and writing sections. Major additions to the test included a written essay, grammar questions, higher-level math concepts and shorter reading passages. Many students who have taken the old test hated the notorious vocabulary analogies, which will not be a part of the new test. Analogy questions paired two often obscure words and prompted the test taker to identify the relationship between them in order to choose a mate for the lonely third word.

Private SAT tutor Sandy Lieberman believes the College Board was right to include higher-level math questions, because she feels they will more closely parallel the high school curriculum but feels differently about analogies.

"I am disappointed in the elimination of analogies because I thought that they were a good measure of skill," Lieberman said.

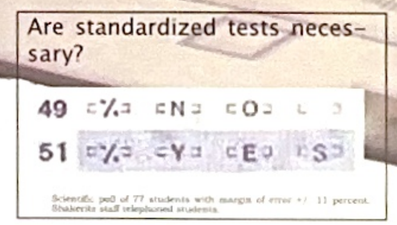
She is interested to see how the essay will be graded, because writing is subjective. With all of the changes in testing, many wonder if the new SAT test will be harder.

"It will be different, but not necessarily harder," counselor Geri Kleinman said. "It remains to be seen if there will be a difference in scores."

In preparing for the SAT, Lieberman said it is important to be familiar with the format and to know the directions ahead of time. Practicing is also important. She stressed mathematical concepts, vocabulary and reading comprehension. In addition, Lieberman plans to review grammar rules, math concepts and the structure of an essay with her clients to prepare for the new test.

Kleinman tells students they shouldn't be nervous, because everyone is going to be taking the new test for the first time.

The ACT, another common aptitude test, will start including an optional writing component in the spring of 2005. The rest of the test will remain unchanged. A recent article in "Activity" magazine stated that many colleges do not plan to require the writing component of the ACT because most colleges have their own admissions essays.



Scientific poll of 77 students with margin of error +/- 11 percent. Shakerite staff telephoned students.

Photo illustration by Hilry Hazelwood -THE SHAKERITE

Physics show will be a blast

While some teachers torture students with tests on the day before winter break, physics teachers Joseph Marencik, William Scanlon and David Klapholz entertain. The annual physics show, which, according to Marencik, has been in existence for about 35 years, includes experiments designed to amaze. "We do all kinds of showy physics demonstrations. They are demonstrations that we don't get to during the year but are neat to see," Marencik said.

Teachers encourage student participation in experiments such as the bowling ball pendulum, which dares students to release the ball next to their noses and trust the laws of physics to keep it from hitting them on its return trip.

The show's finale includes flames, though the teachers insist they have not induced any fire drills in the past.

did You Know?

It's, like, a new kind of dictionary

By Emily Grannis
NEWS EDITOR

I hate to say this, but, whatever. Americans don't, like, say what they mean. Need a translation? "I have to say this: get over it. Americans don't say what they mean (but I only mean that if it doesn't offend you)."

Maggie Balistreri's "The Evasion English Dictionary" shows the many ways Americans use safe, politically correct speech to hide what they really mean. The 87-page book identifies the real meaning of common colloquialisms *such as "like" and "whatever."*

"[These are] words we use either out of slackness of speech or because they get us what we want. Either way, whether daft or deft, we use these words to duck the truth," the introduction states. Balistreri would highlight my use of "whatever," calling it an "emotional kibosh whatever." Meaning? "Get over it!" In her discussion of "like," Balistreri tags the "like" in my sentence as "the cowardly like. Translation: I disagree. That is, if it's OK."

Junior Jamie Breese estimated she hears "like" and "whatever" quite often, "maybe like, 500 times or something."

Breese said that she thinks she hears "whatever" less than "like." "[I don't hear it] as much, probably like, I mean, like, 25 to 50, something like that," she said.

Breese laughed when she was told she said "like" four times.

The dictionary is available at Joseph Beth Booksellers for $12.95.

Staying on track

· The new multi-disabilities classroom allows students to learn in a high school environment

By Anna Hutt
COPY EDITOR

Spinning a basketball skillfully on his finger, a student watched the girls in his gym class taking turns at the hoop. He paused to assist them, motioning them toward the best place to stand. "Shoot it at the . . . the . . . the square," he suggested, indicating the white box painted on the backboard and smiling encouragingly when someone missed. A year ago, this amiable boy with a heart-warming smile wouldn't have had the opportunity to go to school with other Shaker high school students. But as a part of the building's new multi-disabilities classroom, he can now participate in conventional gym classes and receive extra attention with the MD class in Room 179.

"It's kind of like a safe place in the building," said senior Kaitlin Wolfberg, who often spends her free periods volunteering in the room.

Formerly the photography darkroom, the area was remodeled last summer to accommodate colored beanbags and giant bouncy-balls that tint the room with creativity.

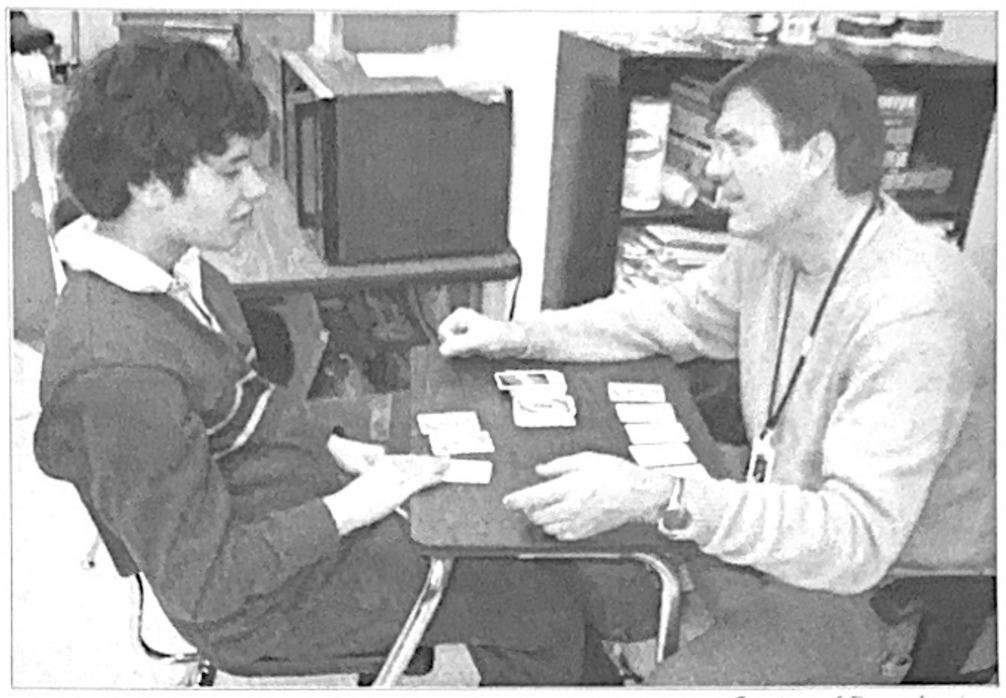
Similar classes exist at Mercer and Boulevard Elementary Schools and Shaker Middle School, but, as students aged, a high school class became necessary. The class accommodates students with autism and other mental disabilities that prevent them from participating in mainstream special education. The Autism Society of America defines autism as a "complex developmental disability" resulting from a neurological disorder that impairs social interaction and communication skills. Symptoms, which vary from mild to extreme, generally appear before age 3.

> "[Teachers] can talk to them 'til the cows come home, but what they need is that peer interaction."
>
> Jessica Chenevey
> Head multi-disabilities teacher

Dr. Lynne Shields, head of the special education department, noted that the students' disabilities leave them with varying skill levels. Some can read difficult English but lack other abilities such as carrying on conversations. "They can speak but you can't always understand all the words," Shields said. One student uses a "speech box" device that vocalizes the words he types in.

Head MD teacher Jessica Chenevey was hired in July and began to set up the room with middle school MD teacher Sherry Sbrocco. Bruce Jennings and John Boris are full-time assistants in Room 179.

"I was in here probably at least three times a week 'til school started," Chenevey said. Once the room was ready for the five students who entered in the fall, students attended two days of orientation with their parents before school started.



Courtesy of Bruce Jennings

MULTI-DISABILITIES ASSISTANT teacher John Boris and an MD student play Uno in their classroom, Room 179. The MD program, which teaches basic life skills, expanded to include high school students this year.

"They needed to get oriented with each other," said Stephanie Pazol, the occupational therapist who works with the students once a week.

According to Shields, state and federal laws require that these students receive Independent Educational Programs until age 22, if necessary. For part of each day, three students go to the Cuyahoga Eastside Vocational Educational Consortium in Mayfield for a combination of job training and actual vocational work for which they can receive a paycheck. The fourth student spends his entire day at the high school, focusing on activities that better suit his abilities.

Boris noted that simply learning vocational skills is not enough. "A lot of times behaviors get in the way . . . in our community, communication is the barrier," he said. Therefore, the teachers in Room 179 focus on self-care development. "Depending on their functioning level, we work on basic daily living skills," Boris explained.

The class's academic curriculum also reflects the goal of preparing these students for independent life in society or in a group home. Instead of learning the same reading and math skills as mainstream classes, they focus on the specific abilities that are crucial to everyday life. For example, one student's reading activity involves flashcards with safety signs such as "Exit" and "Boys' Bathroom."

"We're not going to focus on reading Dr. Seuss because, let's face it - we need them to learn what's going to help them survive," Chenevey said.

Chenevey said that math activities also focus on what the students will need when they leave school, such as learning how to handle money. "Functional is a very big word in here," Chenevey said.

"You try to teach them the most independent skills and what's most realistic for them," Pazol added.

Aside from academics, students participate in sensory activities, such as jumping on trampolines and sandwiching themselves in a huge beanbag mat. These activities are designed to help them learn to stay calm and concentrate. As the occupational therapist, Pazol focuses on this.

"When [a student] comes in from CEVEC, if we were to set demands on him right away, it might push him over the edge," Pazol said. "He needs a break."

Mixed in with sensory and academic activities are gym classes, music and art therapy, speech and language therapy, lunch and special times set aside for students to practice their hygiene skills. For students with certain disabilities, especially autism, a routine schedule is crucial.

"Changes can be difficult," Chenevey said. "It's this anxiety that, 'I don't know what's coming; what do I do?'"

Sometimes changes in the normal daily pattern, such as a teacher's absence or a fire drill, are unavoidable. Chenevey, Boris and Jennings help the students adjust by writing "social stories" that relate the situation in simple sentences. Teachers used this strategy after one of the five students who enrolled in the fall died suddenly in October. Social stories can also help to control behavior, such as inappropriate noise levels.

"We are going to lunch. I will walk through the hallways to the cafeteria. I will use a quiet voice," one story begins.

Despite the full schedule, MD teachers find time to play games with the students that involve various thinking and attention skills.

Junior Ali DeForest, who volunteers daily with the autistic students, said this is one of her favorite times.

"I love playing games with them," DeForest said. "We'll play Uno, and they'll tuck cards up their sleeves."

DeForest understands the MD classroom is not all fun and games.

"There are days when the kids are having bad days, and I come in here and there's chaos," Deforest said. "I leave going, 'Oh, God . . .' There are times I think, 'I'm only in here an hour each day, and there are teachers who are in here all day.' That's got to take a lot of patience."

Wolfberg said these unpredictable moments often make the job more interesting.

"I look forward to coming to their room," Wolfberg said. "It's kind of like a challenge, and I like a challenge. It does get stressful . . . but it's really a fun experience."

DeForest has also noticed her positive influence on the students.

"When I correct them doing something and they fix it, that's awesome because I can see right then that they've listened to me and I've helped them out," she said.

Chenevey said that high school students who have not yet had experience with MD kids can take this opportunity to make a real difference. "[Teachers] can talk to them till the cows come home, but what they need is that peer interaction," she said.

DeForest agreed but added that people need to be prepared for the occasional stress in the room.

"It takes a certain kind of person to come in here and do this. If you're the kind of person who has the patience and dedication, it's incredibly rewarding," DeForest said.

According to Boris, the high school has been very welcoming. "You can walk though the halls, and six or seven people are coming up and saying, ' Hi,'" he said. "They're the most popular kids in the school!"

DeForest said that her time in Room 179 is often the most rewarding part of her day.

"I love it," DeForest said. "For every day I'm not here, I'm missing an experience, and there's always something new happening here."

facts about autism

- It is the fastest growing developmental disability.
- 1.5 million Americans have autism.
- There is a 10-17 percent annual growth of autism diagnoses.
- *There is a case of autism for one in every 250 births.*
- The disability costs Americans $90 billion annually.
- In the next 10 years, the annual cost will rise to $200-$400 billion.
- The cost of lifelong care can be reduced by two-thirds with an early diagnosis and intervention.

autism-society.org

volunteer

Take a bit of time to make a big difference

If you are interested in spending time with the MD students during a free period, speak to Jessica Chenevey in Room 179.

Heard in the Halls

Overheard and out of context

"It's not the fire alarm, we're just nukin' Taiwan."
11/25

"You guys should see how happy he is when he gets to go in the trunk for five hours."
12/1

"This girl mixes SpaghettiOs and Cheerios and eats it."
12/9

"Mom, I left my teeth on the counter."
12/3

"Don't they cross-breed goats and spiders to make Kevlar?"
11/25

"I think my underarm sweat just crystallized."
11/25

URINETOWN
The Musical

- **Jan. 20 - Feb. 1**
- **Palace Theater at Playhouse Square**
- **Tickets: $25 to $52**

One of the running jokes in this musical is its stinky title, which refers to the destination of those who don't follow the strict water regulations of the town. These include paying to use the restroom. "Urinetown" won the 2002 Tony Awards Triple Crown for Best Direction, Best Book and Best Music and Lyrics. Set in the future during a drought, the play skewers everything from politics to musical theater, taking an irreverent tone that is simultaneously refreshing and side-splittingly hilarious. The lyrics proclaim "water's worth its weight in gold" but this play is worth more than that. Don't let the title keep you from this fabulous show.

Live! On stage! Your application

FROM COLLEGE PAGE 1

have to fill out an extra School of Music application, then the audition. But the dance part is what I'm going for. I'm applying for college on top of that," the senior said. Mizer, who has been involved in ballet since she was 4, is applying to four college programs as well as ballet companies.

Seniors with interests in visual and performing arts fields find one more thing added to their busy fall to-do lists: arranging an audition or creating a portfolio. Art portfolios require 12 to 20 slides. For dancers, auditions often include learning college-specific pieces. Drama typically requires approximately two contrasting monologues; musical theater also includes at least one song. Musicians must prepare several selections, as well as sight read a selection, depending on the university. Some auditions can be done via videotape or recording, but usually students must travel to the campus.

Amy Silver • THE SHAKERITE

Senior Erin Neal is contemplating whether she will prepare an instrumental audition for the saxophone or do a theater audition. Although she does not intend to major in either field, she sees an audition as a way to show her prospective colleges some of her "strongest abilities" and also as a break from repeatedly writing her social security number and address on application forms.

"It's a relief from doing all the writing on the computer because this is something I'd like to do," Neal said.

AP Art Portfolio, taught by Dan Whitely, helps students prepare a collection of slides to send to colleges. Most colleges dictate the kinds of pieces to be submitted, such as a self-portrait, a landscape and an abstract.

"It's a good thing to say 'Here's something I am devoted to, it's another facet of me.' It's like a hyped-up extracurricular activity list . . . The application is a pain; painting is something I love," said senior Andrea Kutik, one of 14 students taking Whitley's portfolio class. Along with sending slides, Kutik also had an in-person portfolio review, which is part discussion and part critique.

"First they asked me about my interests in arts, what museums I like, what my influences are, what art means to me. Then, we went through my portfolio and they asked me to say something about some of my pieces," Kutik said.

Mizer explained that ballet auditions require an entire weekend. After traveling to the campus, applicants must take several classes with current students and then perform an assigned routine taught on campus. Several schools also ask for a self-choreographed, two-minute dance.

"Schools want to see if you have the technical ability to dance, but they also want to see your style," Mizer said.

Senior Alex Goggins is doing theater and dance auditions for different universities. On Dec. 6, he attended a DePaul University audition.

"I was brought in front of a panel and they asked me a couple questions . . . like, why am I interested in theater, why at DePaul, what is my theater experience. I had to do a monologue or theatrical poem that was under two minutes. Then I did a five-minute movement piece . . . it was created for ensemble and then I adapted it a little for the sake of the audition," Goggins said. He didn't find the audition to be nerve-racking, but he acknowledged that it made life more hectic.

Amy Silver • THE SHAKERITE

"It has put on a little extra stress because it is one more thing to do. It's a double-edged sword. It's something you have to do but also something you want to do, cancels itself out really," Goggins said.

Theater teacher Christine McBurney spends four weeks of her Acting II class helping her students prepare college auditions. They work on four monologues: a dramatic, a comedic, a classic and a contemporary. She also works with students who are unable to take the class but desire rehearsal and guidance.

McBurney's best advice is to "read the play if you are going to do the monologue. A director might ask you to change a direction or tactic, and you want to understand it."

Rejection, an ominous cloud in college-bound seniors' minds, presents its own challenges in college auditions. Students who are used to losing a role only to audition for another have to accept the fact that college rejections carry weight for the next four years of their lives.

"You have to learn to get rejected to work in music or theater. It's not because of you; you just weren't right for the part," Neal said.

"You need to figure out what's not working . . . you need to use it for introspection [But] It's like the professional world; you have to take it," McBurney said.

And even if you don't get in, at least you are healthier for having passed on the double cheeseburgers.

five MINUTE critic

Love Actually

Starring: Hugh Grant, Colin Firth
Director: Richard Curtis

This overly sentimental romantic movie is made even more so by the fact that the story takes place in the weeks leading up to Christmas. The film, which takes place in Britain, features the romantic problems of the main characters. It's annoying, however, that the director seems to forget about some of the characters, not all of their stories are satisfactorily concluded. But despite its shortcomings, this movie is still charming. It will leave romantics bawling and utterly satisfied, and might even make those jaded about romance change their viewpoints, showing them that true "love actually" does exist.

★★★
out of four

December Kinney

The White Stripes

Concert: Nov. 30

Thousands of fans flocked to the Agora Theatre to see Detroit-natives Jack and Meg White. Some paid as much as three times the face value for the tickets. Although some criticize the lack of a back-up band at their live shows, the Stripes destroyed that criticism on Nov. 30, with Jack's blistering guitar and emotional vocals leading the charge. The talented and critically acclaimed band played a set filled with hits both new and old, from the rocking "Seven Nation Army" to the playful "Hotel Yorba." A single complaint: Jack needs to spend more time playing to his fans, and not to his ex-wife Meg, whom he faced for much of the show.

★★★½
out of four

Owen Hearey

Looking through a window of small town *life*

·'Our Town' actors were strong, but show's overall pace dragged

By Hilry Hazelwood
PHOTO EDITOR

Someday we'll look back at the familiar friends and actors who were in Thornton Wilder's 1938 Broadway play, "Our Town," and think, "This is the way we were."

The play is set in Grover's Corners, New Hampshire, the quintessential small town. It chronicles the lives of George Gibbs and Emily Webb, two neighbors who are both growing up in Grover's Corners.

Raider REVIEW

The first act describes the town in great detail. The stage manager pointed to the general store, city hall and other town landmarks. However, this scene had the potential to lose the audience's attention because the play's set comprises only chairs, trellises and ladders.

The plot details George and Emily's school-time friendship as it blossoms into a romance. Eventually, the two get married. The play ends in the cemetery with Emily and various town members dead.

The third act focuses on the knowledge the deceased townspeople have gained as a result of their deaths. At this point, the stage manager poses the question: "Do any human beings ever realize life while they live it?- every, every minute?" This third act was by far the most emotional in that it emphasized the importance of everyday life.

The theater department's production of "Our Town" portrayed small town life at its best, compelling the audience to never take one minute of life for granted. En route to this lesson, however, the plot's focus on the ordinary lives of ordinary people causes the play to progress slowly. While not the fault of the actors or theater department, younger audience members easily lost the theme.

Senior Arlo Hill and sophomore Anna Weinstein played George and Emily, respectively, and complemented each other nicely.

Hill's depiction of the rather self-absorbed George was not only entertaining but also convincing. His marriage-day conversation with Mr. Webb, Emily's father (senior Mitch Frank), was humorous and one of the most interesting interactions in the performance. When told by Mrs. Webb (senior Rachel Cahn), that seeing the bride before the wedding was bad luck, Mr. Webb agreed by saying "There is a lot of common sense in some superstitions."

Juniors Charles Inniss and Hannah Corrigan played Dr. and Mrs. Gibbs, George's parents. Inniss and Corrigan excelled in their roles as a middle-aged couple, right down to the graying hair. The couple's marital banter betrayed thorough preparation on the part of both actors.

In the role of Stage Manager, junior Nadav Laor took on the most challenging character in terms of memorization and versatility. The role portrays the narrator, an elderly woman and a drugstore owner. Laor's presence through his many transformations was impressive.

Brian Gamm • THE SHAKERITE

JUNIOR NADAV LAOR, senior Arlo Hill and sophomore Anna Weinstein perform a scene in Shaker Theatre's production of "Our Town." The play depicts the positive aspects of small town life.

Happy Holidays from the Shakerite

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INVITATIONS & STATIONERY
Since 1985
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Pay-to-play threatens competition

The rivalry between Shaker and the Mentor Cardinals may wane due to an unexpected debt that has put the school in a $19 million financial hole. The worst part of the deficit is that Mentor athletes will suffer through no fault of their own.

DAVID O'CONNELL
SPORTS EDITOR

The debt will force Mentor athletes to pay to play. Superintendent Jacqueline Hoynes announced the decision Oct. 29, the same day the district laid off 29 school employees. It seems Mentor school officials are too busy pointing fingers and writing pink slips to realize they are laying off more than just staff.

For an athlete, playing a high school sport can be a way to pay for college, especially if the student has financial needs. Now it appears that Mentor athletes could need financial aid just to play high school sports and preserve their chances to earn an athletic scholarship. The school board has already started enforcing the pay-to-play policy for the winter season for high school and junior high school athletes.

Athletes in grades 10-12 will pay up to $200 for one sport and an extra $50 for another sport played that same school year. Junior high school athletes will only have to pay $150 along with the extra $50 for more than one sport. If an older sibling pays the $200 initial fee, the younger athlete will pay just $50 per season.

Community members are helping athletes by organizing fundraisers and donating money. In March, the district will ask voters for $15 million a year to prevent cuts such as sports and busing.

Unfortunately, the pay-to-play policy won't be withdrawn even if the levy passes. There are no answers for athletes, and parents must vote for the levy in order to save sports programs.

It's tough for players to give in to the pay-to-play policy just to gain experience through practices. After all, who wants to pay to warm the bench? This is a hard test of athletes' commitement to their teams.

Although the Mentor school board is blaming treasurer James Metz, they are responsible for allowing their school system to fall $19 million in debt. It's hard to believe that the school lost millions of dollars without knowing of the deficit. The Plain Dealer reported that a new employee contract created a foundation for the rising debt for Mentor.

The sports teams are the hardest hit in this disaster. Mentor had finally become a successful sports school after facing criticism for being a large school and having few winning seasons. The football team has a 31-9 record since 2000 and reached regional playoffs this year.

It's a shame that these athletes will have to pay for the irresponsibility of some school officials, which will most likely end their winning streak. Let's hope the Cardinals are as strong as ever in spite of the foolish behavior of the adults in charge. Beating a team decimated by financial hardship is a victory for none.

Bad break no obstacle

•Morrison returns to mat, goes 4-0

By Meagan Steiner
SPORTS EDITOR

A freshman who wrestled on varsity and placed fifth among ninth graders in a national tournament to earn All-American honors would be expected to do great things as a sophomore.

But an injury edition of the sophomore jinx prevented Corey Morrison from winning a single match as a tenth grader, though he never missed a practice or a meet.

Morrison, now a junior, broke his arm at football practice in 2002 and was unable compete during wrestling season. That didn't stop him, however, from showing up to assist coaches, film matches, record statistics and help others with their moves.

Even though he couldn't compete, Morrison wrestled during the last month of the season.

"That was real frustrating. . . I was able to work out and knew that I could beat people and wrestle but I wasn't able to get out there on the mat and prove it to everybody," he said.

Morrison, now a co-captain, said that he helped his teammates so they would recognize him as a leader.

"I supported them 'cause I needed them to support me this year and next year, 'cause we're all a team and we're all family," he said. "It shows them that I cared enough to get them better and I supported them even though I was down."

Morrison, who wrestles at 189 pounds, wrestled in the off-season. In the March 8 Mac-Attack tournament, his first competition since the injury, he placed second in folkstyle wrestling (which has more rules and regulations than the more dangerous freestyle wrestling). Last May he was state champion in Greco-Roman wrestling, which involves only upper-body moves, and one tournament away from being a Greco-Roman All-American. Morrison was also on Team Ohio last summer.

This season, he placed first in his weight division at the Solon Comet Classic Dec 5-6 and has a record of 4-0 along with a GPA of 3.9. Morrison began wrestling in fourth grade and is undecided between wrestling and playing football in college.

Head wrestling coach Mark Enie called Morrison a team leader and role model and said that his dedication to the team, despite his injury, proved his desire to help himself and the team improve.

"A lot of kids can work hard a day or two, or even a week, and feel proud of themselves, but without a question Corey works hard every day to improve and that's what it take to make a champion," Enie said. "Now there's nothing I don't think he can accomplish."

Morrison hopes to be a state champion before graduating and see his team place in the top three at a tournament, preferably at the state level. He also hopes all students attend at least one wrestling match.

Senior wrestler and team captain Kevin Madison, whom Morrison helped train last January and February, believes Morrison will be able to reach his personal goals.

"As a wrestler he's always working hard. Like, I never see him taking any time off during practice or anything. He's always trying to make himself and his teammates better."

Hilry Hazelwood•THE SHAKERITE

JUNIOR COREY MORRISON throws a teammate to the ground at practice in the Multipurpose Room Dec. 10. Morrison, who broke his arm during football and missed his entire sophomore wrestling season, has a 4-0 record and placed first at the Solon Comet Classic Dec. 5-6.

For the record

Morrison
- Record: 4-0
- Weight: 189 lbs.
- GPA: 3.9
- Honors: Folkstyle All-American, Team Ohio, Greco-Roman State Champion
- Goals: To be a state placer and state champion in folkstyle

Overlooked goal nets US victory

By David O'Connell
SPORTS EDITOR

A controversial call in the third period of the Shaker vs. University School hockey game Dec. 12 deprived the Raiders of a victory over the 2003 state champs.

Referees failed to see junior defender Matt Koletsky's apparent short-handed goal, which hit the top left corner of the net, and the Raiders lost in overtime, 4-3. The goal was easily visible to a Shakerite photographer who was shooting the game from the stairs leading to the organ loft at Thornton Park.

After US shutout the Raiders 3-0 last year, the rematch was highly anticipated.

"I'm feeling pumped for the game; I just want to get back at them and prove people wrong," sophomore forward David Goldsmith said before the contest.

The powerful rivalry was evident throughout the game. Action picked up immediately in the first period as junior goaltender Alex Antolino dived onto a loose puck on the crease. The Raiders shut down the Preppers in a two-minute power play as junior forward Ryan Flynn slashed a Prepper breaking away for the net. The Raider defense would go on to deny US in all four of its power play opportunities. Junior forward Rachid Harrison scored the first goal with 6:15 left in the first period, and Jeffrey Musser scored with 30 seconds left, putting the Raiders up by two.

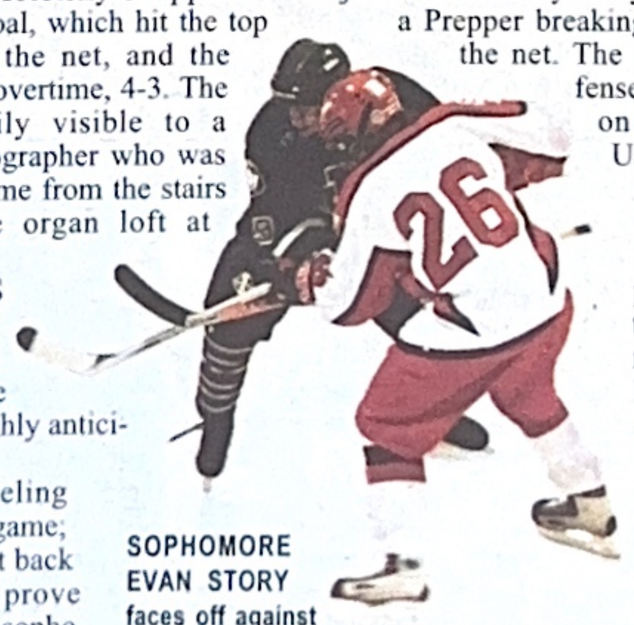
The Raiders had US on a tight leash heading into the second period, but the Preppers came out with a burst of energy to cut the lead to 2-1. Shaker answered with 8:15 left as Harrison scored, assisted by Goldsmith. US scored twice with less than 30 seconds remaining, tying the game 3-3 at the end of the second period.

In the third period, referees did not notice Koletsky's shot, and US attempted to take advantage of the celebrating Raiders, who believed that they had scored. However, Antolino's leg deflected the Preppers' break toward the goal, sending the game into overtime.

The Raiders, tired and frustrated, didn't hold on. With 4:52 left in overtime, US scored, leaving Shaker with a 4-3 disappointment.

The Raiders felt the anger of the controversial goal and the fatigue of going into overtime for the loss, but they remained positive.

"It is what it is. We just have to look past [the loss] and make it up later in the season," Koletsky said.



Brian Gamm•THE SHAKERITE

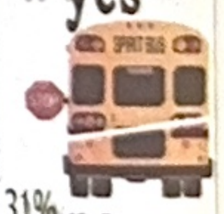
SOPHOMORE EVAN STORY faces off against a US Prepper Dec. 12.

Spiriting students to the action

The first in a series of planned spirit buses took 11 students to and from the ice hockey game against St. Ignatius at Brooklyn Ice Rink Dec. 9.

Do you think spirit buses will improve school spirit?

69% yes



31% no

Scientific poll of 77 students with margin of error +/- 11 percent. Shakerite staff telephoned students.